



Music subject outline

First examinations 2011

This document explains the major features of the course, and outlines the syllabus and assessment requirements.

More detailed information about the course can be obtained by referring to the guide for this subject, which is available on the subject page of the IB online curriculum centre (OCC) website (<http://occ.ibo.org>) and can also be purchased from the IB store (<http://store.ibo.org>).

Nature of the subject

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world.

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

Prior learning

The Diploma Programme music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas.

While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

Links to the Middle Years Programme

Those students who have completed the IB Middle Years Programme (MYP) will already have engaged in a structured learning process in the performing and visual arts. MYP students will have developed an inquiring, reflective approach to their work as well as an understanding of the role of the arts in society, in the world and in their own lives. This will allow them to develop further their experiences, skills, knowledge and conceptual understanding in music at Diploma Programme level. Reflection pursued in a sense of inquiry; evaluation; artistic self-expression; collaboration; and communication are all intrinsic to the beliefs and values that inspire IB arts courses.

Aims

Group 6 aims

Through studying any of the group 6 subjects, the arts, students become aware of how artists work and communicate. The aims of all subjects in group 6 are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

Music aims

In addition, the aim of the **music** course at SL and HL is to enable students to:

7. develop their knowledge and potential as musicians, both personally and collaboratively.

Assessment objectives

Having followed the music course at SL or HL, students will be expected to demonstrate:

1. knowledge, understanding and perception of music in relation to time, place and cultures
2. appropriate musical terminology to describe and reflect their critical understanding of music
3. comparative analysis of music in relation to time, place and cultures (unlike at SL, HL students are also expected to demonstrate this in response to pieces not previously studied)
4. creative skills through exploration, control and development of musical elements (SLC, HL)
5. performance skills through solo music making (SLS, HL) or group music making (SLG)
6. critical-thinking skills through reflective thought.

Syllabus outline

Syllabus component	Suggested teaching hours	
	SL	HL
Musical perception This component is compulsory for SL and HL students.	75	90
Creating This component is compulsory for HL and SLC* students only.	75	75
Solo performing This component is compulsory for HL and SLS* students only.	75	75
Group performing This component is compulsory for SLG* students only.	75	N/A
Total teaching hours	150	240

* SL students must choose **one** of three options:

- creating (SLC)
- solo performing (SLS)
- group performing (SLG).

Assessment outline—SL

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Assessment component	Weighting
<p>External assessment (75 teaching hours)</p> <p>Listening paper (2 hours 15 minutes) Five musical perception questions (100 marks)</p> <p>Section A Students answer two questions. Question 1 or question 2 (20 marks) Question 3 (20 marks)</p> <p>Section B Students answer three questions. Question 4 or question 5 (20 marks) Question 6 (20 marks) Question 7 (20 marks)</p> <p>Musical links investigation A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)</p>	<p>50%</p> <p>30%</p> <p>20%</p>
<p>Internal assessment (75 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students choose one of the following options.</p> <p>Creating (SLC) Two pieces of coursework, with recordings and written work (30 marks)</p> <p>Solo performing (SLS) A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks)</p> <p>Group performing (SLG) A recording selected from pieces presented during two or more public performances, 20–30 minutes (20 marks)</p>	<p>50%</p>

Assessment outline—HL

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Assessment component	Weighting
<p>External assessment (90 teaching hours)</p> <p><i>Listening paper (3 hours)</i></p> <p>Seven musical perception questions (140 marks)</p> <p>Section A</p> <p>Students answer two questions.</p> <p>Question 1 or question 2 (20 marks)</p> <p>Question 3 (20 marks)</p> <p>Section B</p> <p>Students answer four questions.</p> <p>Question 4 (20 marks)</p> <p>Question 5 (20 marks)</p> <p>Question 6 (20 marks)</p> <p>Question 7 (20 marks)</p> <p>Section C</p> <p>Students answer one question.</p> <p>Question 8 (20 marks)</p>	<p>50%</p> <p>30%</p>
<p><i>Musical links investigation</i></p> <p>A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)</p>	<p>20%</p>
<p>Internal assessment (150 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><i>Creating (75 hours)</i></p> <p>Three pieces of coursework, with recordings and written work (30 marks)</p> <p><i>Solo performing (75 hours)</i></p> <p>A recording selected from pieces presented during one or more public performance(s), 20 minutes (20 marks)</p>	<p>50%</p> <p>25%</p> <p>25%</p>